DOCUMENT RESUME

ED 248 404 CE 039 739

AUTHOR Dianna, Michael A.
TITLE Career Education for Elementary Grades.
PUB DATE 84
NOTE 33p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Awareness; Career Development; *Career Education; Educational Objectives; *Elementary Education; *Fused Curriculum; Guidance; Integrated Activities; Integrated Curriculum; Job Skills; Language Arts; Learning Activities; Mathematics; Physical Education; Reading; Sciences; Social Studies

ABSTRACT

Information and activities are provided to help elementary school teachers develop a career education "environment" for children. Ten basic premises of career education are outlined, and the key ideas and terms that emerge from the premises are defined. The eight goals of career education are set forth to provide the teacher with a base from which to develop a personal plan to infuse career education into the existing curriculum. Suggestions are then made for integrating existing curricula with career education ideas. A sample of subject-related activities is included for these subjects: social studies, guidance, language arts/reading, science, physical education, and mathematics. Job-related activities follow for these occupations: FBI agent, printer, musician, construction worker, costume designer, telephone installer, firefighter, librarian, police officer, and classroom jobs. Essential resources and the procedure are detailed for each activity. Adaptations are suggested for individual classrooms. A listing of some additional career education resources is appended. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M Dianna

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED248404

CAREER EDUCATION FOR ELEMENTARY GRADES

Michael A. Dianna Ed. D.

Career education is an effort at refocusing education in ways that will help children acquire and utilize the knowledge, skills, and attitudes necessary to make work a meaningful, productive and satisfying part of his or her way of living.

Kenneth Hoyt defines career education as the "total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate the values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."[1]

To Rupert Evans, career education is the total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life.[2]

The latter of these definitions emphasizes the career; the former the education.

The focus of this paper is to provide information and activities for the elementary school teacher, so that he or she can develop a career education "environment" for children.

It should be clear that career education is not vocational education. Vocational education trains students for technical and trade fields. Career education is designed for children from pre-school throughtout their lives. George Maxim states that, 15 million dollars funded in 1980 by the federal Office of Career Education (OCE), was generated to develop model teaching programs.[3] These programs in career education generally emphasize "job work, self, and life."

CE039739

Most of the literature tells us to integrate the career education activities with the existing curriculum. It should not be an added subject, and we should avoid career education merely becoming a process of exposing children to occupational opportunities.

Career awareness is an important component of the career education idea, but it is only one part of the total concept. We should not be preparing kindergartners to become fire fighters and mail carriers or physicians and attorneys. Career education is really much more! The Metropolitan Public School District of Nashville, Tennessee stresses that career education is neither vocational education nor an added program, and it does not involve just telling students about various careers.

It is a specific approach to education--one way to teach students many skills they will need to satisfy roles in life. Career education is not a rigid formula. It is simply a concept that embodies many different methods that can be used to translate the basic principles of career education into a specific program.

The basic premises of career education are as follows:

1. Students are motivated to learn more in school if they understand the relationships between what they are learning and the world of work.
2. Basic academic skills, a personally meaningful set of work values, and good work habits are adaptability tools needed by all persons who work in today's rapidly changing society.
3. Career development is a part of human development, and it begins in the preschool years and continues throughout life.
4. A specific occupational choice represents only one of the choices involved in career development.
5. Opportunity for full career development must be ensured by eliminating discrimination and occupational stereotyping and by encouraging students to explore occupations in nontraditional areas.
6. Career decision-making skills, job-seeking skills, and employment skills can be learned by most individuals. Once learned, these skills can enhance career development.

7. Most adults will go through the interrelated processes of career planning, career preparation, and decision making several times in their lives.

8. An individual's style of living is significantly influenced by the work the person engages in.

9. The relationships between education and work are more meaningful to students when career education concepts are infused into all subject matter.

10. The understanding and acceptance of self is important throughout life and relates directly to career aspirations.[4]

From the above premises the following key ideas and terms emerge:

Articulation: Infusion must be coordinated from developmental level to developmental level and from subject matter to subject matter.

Career: The term "career" means the individual's total life experience.

Comprehensive: Career education begins with the very young child and continues through the entire kindergarten through grade twelve educational continuum.

Cope: Through decision-making activities and other career education activities, the learner acquires the ability to understand and respond to situations in the real world.

Decision making: A well-planned career education process offers to students a wide range of experiences so that they can make choices concerning both work and leisure that are appropriate to their own interests, attitudes, and aptitudes.

Fairness: "Fairness" means freedom from stereotyped roles based on sex, race, or handicap.

Individual: Career education focuses primarily on the needs of each student and not on the institution.

Infusion: Infusion of career education into the curriculum is accomplished by integrating career experiences into existing subject matter.

Leisure: "Leisure" is defined as freedom from required effort. The rewards of leisuretime activities include both the doing and the end product.

Life-span: The process of career education is a lifelong process.

Process: Career education is not a program, project, or separate course; it is a series of experiences that permeates the entire educational program, including the application of basic academic skills to life situations.[5]

Because career education is defined in many ways, attention should not focus on a standard definition. A better idea is to consider the student population you are working with and then decide on what their needs are.

Once you have defined career education for your classroom, you will need a set of guidelines for planning, implementing and evaluating your career education activities. The following eight goals of career education provide a base from which to develop your personal plan to infuse career education into your existing curriculum.

Goals for Career Education

1. Attitude development: Develop positive attitudes toward learning, work, leisure, and individual and cultural differences regardless of sex, race, or handicap.

2. Basic skills: Master the skills that are essential to preparation for and success in a constructive and satisfying career.

3. Career awareness and exploration: Develop an early and continuing awareness of career options and opportunities; and explore these in relation to personal values, interests, and aptitudes, which change as one matures.

4. Career decision making: Engage in a career development process designed to increase knowledge of self, work, leisure, and society; and apply this knowledge in making appropriate decisions along the career development continuum.

5. Consumer and economic awareness: Understand the contribution of work to the economic system, and acquire the consumer competencies needed to make appropriate decisions in the use of individual resources.

6. Educational awareness: Recognize that all educational experiences are integrated with total career development and preparation.

7. Occupational preparation: Develop the competencies needed to enter an educational or occupational level or progress to the next educational or occupational level.

8. Self-awareness: Develop a positive attitude toward self and others, a sense of self-worth, and the motivation to accomplish personal goals.[6]

Teacher's Role in Career Education

You, the teacher, are the key to success in implementing career education. Our goal is not to change or vastly replace the work you are presently doing. We want to recognize opportunities to infuse career education concepts into the regular class activities. The following are suggestions that help us to integrate existing curricula with career education ideas. The classroom teacher should:

provide practice in thinking skills: Observing, comparing, classifying imagining, hypothesizing, criticizing, looking for assumptions, collecting and organizing data, summarizing, coding, interpreting, and problem solving.

provide practice in decision-making skills.

provide practice in goal setting--understanding and accepting strengths and weaknesses and planning for change.

provide practice in interpersonal skills.

insist on good work habits.

make the school a work place with the demands of the work place inherent, such as punctuality, good attendance, proper grooming, and make the students workers with responsibilities.

help students become knowledgeable consumers.

make students aware of the different roles one is expected to assume: man in culture, a policy maker, a man in his environment, man as producer (goods or services). The roles may be viewed as student, worker, family member, and citizen of the community.

provide students with knowledge and techniques of functioning in groups.

see that all students are involved using methods already established:

Role Plays	Polls	Independent Study
Games	Small groups	Research
Field Trips	Class discussions	Volunteer Work
Interviews	Peer Teaching	Writing

help eliminate bias--class bias, sex bias, ethnic bias, and political bias.

promote positive attitudes toward work and respect for the dignity of all work.

provide students with information about jobs, particularly projections of job openings. (Care must be exercised, however, that student choice is not lost.)

help students understand the value system in occupations: rewards, recognition, altruism, etc.

help students understand job characteristics--physical requirements, working conditions, and hazards.

help students become aware of the relationship of lifestyles to jobs.

help students understand that jobs should be by choice and not by chance. This entails knowing about many jobs, many types of training, the need for planning (especially important to females), the elimination of sexism in jobs, etc.

help students attain job-finding, job-keeping, and job-promotion skills--employability skills--needed at whatever level the student leaves the school.

promote positive and acceptable use of leisure time. (The use of leisure time is part of one's career.)

participate in school-wide career activities.

promote positive self concepts.

Activities for Career Education

The following are ideas and activities for the elementary classroom. Teacher will need to adapt these to his or her own teaching situation. These are included to demonstrate how we can infuse career education into your existing curriculum. A sample of subject-related activities are followed by job-related activities. These are intended as examples for the elementary classroom. Adaptations are suggested for your classroom.

Following the list of activities, are additional resources for your further interest in Career Education.

Part One:

Subject Related Activities

- Social Studies
- Guidance
- Language Arts/Reading
- Science
- Physical Education
- Mathematics

Part Two:

Job Related Activities

- FBI Agent
- Printer
- Musician
- Construction Worker
- Costume Designer
- Telephone Installer
- Firefighter
- Librarian
- Police Officer
- Classroom Jobs

PART ONE

SUBJECT: SOCIAL STUDIES

A Block in Our Town

Essential Resources:

White roll construction paper 10 feet x 5 feet, tempera paints, brushes.

Procedure:

Following a discussion of community workers, have the children paint a concentrated mural of a block in their city or town. The mural will be quite long and could be hung in the school hall. Upon completion of the mural, have each child draw a picture of himself in the occupational roll he likes best. Be sure the child includes the proper attire on his figure. The figures are then cut out and pasted in appropriate spots on the mural (policeman on the corner, truckdriver and a truck being unloaded at a school, etc.). The children could culminate the activity by composing a paragraph on the topic, "I am a _____. I am needed in my town because _____."

SUBJECT: SOCIAL STUDIES

The Want Ads

Essential Resources:

Newspapers, large pieces of construction paper, paste.

Procedure:

The newspaper is a valuable tool in employment descriptions. Have the children clip "Help Wanted" classified advertisements from their hometown papers. Pictures or articles from the newspaper concerning various occupations may also be used. Prepare a large paper on which the material can be pasted for student observation. A discussion can then be initiated concerning the job openings and their requirements most common for the area. Lists of job openings obtained from the local Unemployment Agency may be added to the lists.

SUBJECT: GUIDANCE

"Me--The Package You See"
Meet Me at the Fair

Essential Resources:

Mirror, play phone.

Procedure:

Introduction to activity: "Today children we are going to pretend that we are going to meet someone at the fair. You have called on the phone and asked to meet an aunt at the fair. The only problem is that your aunt has not seen you since you were a little baby. You will have to tell her exactly how you look so she will be able to find you. As you talk to her, you may look in the mirror to see how you look," (give each child an opportunity to use the play phone and mirror).

SUBJECT: LANGUAGE ARTS

Making Career Alphabet Cards

Essential Resources:

Cardboard or poster board, paste, magazines, crayons.

Procedure:

Develop a set of Career Alphabet Cards with the children to display in the room. Together gather pictures from magazines or draw pictures of different workers. Mount each picture on cardboard. Print on the card the capital letter and the small letter associated with the occupation pictures.

For example: Aa--astronaut; Bb--baker

After the alphabet cards have been completed, display them in the room for the children to refer to. Suggest to the children that they practice learning the sounds of letters by thinking of the occupational picture beginning with each letter sound.

SUBJECT: LANGUAGE ARTS

"Career Dictionary" Scrapbook

Essential Resources:

Large blank pages for making a scrapbook.

Procedure:

Instruct students to develop a "Career Dictionary." In the form of a scrapbook, have students locate or draw pictures of various occupations. Place the pictures in alphabetical order into the Dictionary. Beneath each picture, print the work, divided into syllables, as well as the phonetic spelling of the work and a brief definition (description) of the job.

As new jobs are discussed throughtout the year, they may be added to the "Career Dictionary."

SUBJECT: SCIENCE

Breakfast Cereals

Essential Resources:

Cereal boxes or pictures of packages of kid-type cereals.

Procedure:

Talk with children about the nutritional importance of eating a good breakfast. Show cartoons or pictures of kid-type breakfast cereals. Talk about elements of packaging and advertising such as use of cartoons; pretty colors, free prizes and point out that these elements have nothing to do with the actual quality of the cereal inside. Read the list of ingredients to children of several cereals and point out the very high sugar content. Talk about what too much sugar does to our teeth, how it influences unsound eating habits. Talk about what kinds of foods go together to make good breakfasts and why good eating habits are important to all of us.

SUBJECT: SCIENCE

Working Atmospheres

Essential Resources:

Sound effect records, various tools, aromatic items (see below).

Procedure:

Provide students with an opportunity to learn more about the world of work through their senses of hearing, touch and smell. Play recorded sounds associated with various jobs. Ask the children to name jobs where these sounds would be heard.

Next, ask the children to shut their eyes. Pass around tools, materials, or equipment associated with various jobs for the children to feel while their eyes are closed. Let them guess what they felt. Afterwards, show them the objects passed around and discuss who uses them and why.

Thirdly, give the students an opportunity to use the sense of smell. Place substances with distinct aromas (perfume, vinegar, leather, etc.) in separate containers. Ask the children to shut their eyes and then ask them to identify each substance by smelling it. Discuss jobs where a person would work with these substances. Be certain that the substances you choose to smell are not harmful. Therefore, avoid glue, medicines, gasoline and bleach.

SUBJECT: PHYSICAL EDUCATION

Interpretive Dancing

Essential Resources:

Record player, records.

Procedure:

Ask several children to pantomime activities typical for the workers they have seen in their neighborhood. For example, a carpenter builds with a hammer and saw, a policeman directs traffic with a whistle and his hands, etc. Play a familiar musical recording and ask the children to set their pantomimes to the music. Create a dance with the pantomimes. Signal changes in steps by calling out the occupations. Let the children take turns being leader by calling out the occupations and inititating the change in dance steps. After the children have learned how to mime dances, have the class divide into two small groups to develop "mystery" dances. For example, one group might portray the activities of all the persons involved in fighting a fire. After each group presents a "mystery" dance, have the class guess what was happening and name the occupations that were demonstrated. Have a group discussion about the many ways in which people contribute to society and the rewards they might get from their work.

SUBJECT: PHYSICAL EDUCATION

Workers and the Storm

Essential Resources:

Goal line marker tape, chalk, etc.

Procedure:

Divide the children into two groups. One group, the Workers, decide on a career and the other group, the Storm, tries to guess the career chosen. Both groups line up across the center of the playing space, facing each other. The group which is guessing, the Storm, may ask any question that can be answered by "yes" or "no". Immediately upon guessing the career, the Storm chases the Workers. The Workers are safe only when they reach the goal line at the opposite end of the play area. Anyone who is tagged before reaching the goal line must join the side that tagged them. The game continues until there is one person left in the Worker's group.

One child in the Worker group should be selected to answer all questions asked by the Storm. If the Storm is unsuccessful in guessing the career, the teacher may help by asking leading questions. Encourage the children to ask questions that will give them clues:

1. "Do you wear a special uniform?"
2. "Do you work outdoors?"
3. "Do you use big machinery?", etc.

SUBJECT: PHYSICAL EDUCATION

Tools of the Trade

Essential Resources:

Procedure:

The players are in a circle with one player outside the circle and a second player inside the circle. The first player says, "I am a doctor" (or any other occupation). The second player thinks of a tool of that occupation and says, "I am a stethoscope" (or another appropriate response). First player: "I'll catch you." Second player: "No, you can't." The first player chases the second player by letting him in and out of the circle, but tries to hinder the first player. When the second player is caught, both players choose others to take their places.

SUBJECT: MATHEMATICS

Dough Day

Essential Resources:

Flour, salt, water, oil, food coloring, plastic bags, metric measuring cup.

Procedure:

Metric Playdough Recipe

1. Mix 750 milliliters of flour with 60 milliliters of salt.
2. Gradually add 250 milliliters of water with food coloring and 15 milliliters of oil.
3. Add more water if too stiff, more flour if too sticky.
4. Mix all ingredients with your fingers.
   *Keep playdough in a plastic bag or container to keep from drying out.

Playdough can then be used for an art lesson or other projects.

SUBJECT: MATHEMATICS

A Class Restaurant

Essential Resources:

Restaurant menus, play money.

Procedure:

Following a study unit on nutrition, set up a classroom restaurant. Plan with the students and print large tagboard menus featuring items found on food lists of various restaurants. The dinner meal is a good menu to begin with. Menus borrowed from local eating establishments are especially helpful here. Set the menus in a prominent place in the classroom. Give each student $3.00 in play money and have them "order" and pay for items from the menu, keeping in mind the facts learned about good nutritionally sound food choices and the four basic food groups. The students with the best food selections will have spent the allotted money wisely. Classroom discussion of student selections will determine this.

SUBJECT: MATHEMATICS

Grocery Store

Essential Resources:

Block and board shelves, play money, cash register.

Procedure:

Have children bring in cans that have been opened from the bottom, flour and sugar bags which can be stuffed with newspapers and resealed, frozen food boxes, coffee and jam jars which can be painted on the inside, etc. Make up grocery lists and have children take turns being cashier, customer, clerk, bagger, etc. Talk about helping customers, politeness in public places, how to ask for help, thanking people for their help, etc.

SUBJECT: MATHEMATICS

Birthday Graph

Essential Resources:

Construction paper, ruler, and graph paper.

Procedure:

Ask each student to tell his date of birth. Determine who and how many students were born each month. Plot this information on individual graphs or make one large graph for the entire class. This activity will help the students identify a knowledge of themselves and their classmates.

Discuss how many occassions a person has to identify his date of birth.

PART TWO
JOB RELATED ACTIVITIES

Being an FBI Agent

Introduction:

Fingerprints--they are on everything you touch. Each are different from everyone else.

Essential Resources:

White paper, black ink pad.

Procedure:

1. Press you finger on the ink pad until it is covered with ink.
2. Now press your inky finger on the piece of paper.
3. Line everyone's prints up and compare.

Being A Printer

Essential Resources:

Old sponge or meat trays, paint, wooden block, paper.

Procedure:

1. Cut the sponge into any shape you like.
2. Glue it to the wooden block.
3. Pour a little ink into a meat tray.
4. Put your printing block in the ink, sponge side down.
5. Press the sponge side of the block to the paper.
6. Try to make wrapping paper, cards, etc.

Being a Musician

Essential Resources:

Paper tube (center of toilet tissue), wax paper, rubber band, pencil.

Procedure:

1. Fold paper down over the sides. Put the rubber band over the side.
2. Punch a hole in the tube.
3. To play, pucker your lips and sing a tune.

Being a Construction Worker

Essential Materials:

A package of whole dried peas, toothpicks, a bowl, water.

Procedure:

1. Put the peas in the bowl and cover them with water. Soak overnight.
2. Stick the toothpicks into the peas while the peas are wet. Build
3. Let your building dry.

Being a Costume Designer

Essential Resources:

Paper plates, string, crayons, yarn, cotton, glue.

Procedure:

1. Punch holes on each side of the plate. Put a piece of string through each hole.
2. Cut out holes for the eye, nose, mouth.
3. Decorate the mask.

Being a Telephone Installer

Essential Resources:

A hose--old garden type, two plastic funnels that fit in the hose.

Procedure:

1. Push a funnel into each end of the hose.
2. Pick two places to talk from. It is best if you can't see the person you are talking to.
3. You could also get a box and make believe it is a phone booth.

Songs

Use familiar tunes to make songs about various careers.

These tunes are easy to use--"Mary Had A Little Lamb," "I'm A Little Teapot," "One Little, Two Little, Three Little Indians."

For example, "I'm A Little Teapot"--

I'm a little fireman, short and thin, here is my ladder, here is my hose. When the firebell rings, I will shout, "Hop on the truck and let's move out."

Career Books

Have interested students work together and make an illustrated ABC book of careers. For example--A is for Author.

Being a Fire Fighter--Problem Solving

This is the tallest building in the world. It is 110 stories high. There is a fire on floor 100.

Draw a picture to show how the fire fighters put out the fire.

Classroom Jobs

Instead of assigning students to the jobs, make a simple job application and job description. Students can then "apply" for the job of their choice. Include the following on the application form: (Can be done orally too).

1. name
2. desired job
3. reason for wanting the job
4. any past experience
5. qualifications
6. time available to work

File the applications. When there are job openings, consult the file and make an appointment.

Being a Librarian

All these books are mixed up on the library shelf. Number them so they are in ABC order.

Being a Police Officer

Act out the end of the story.

A police officer catches David speeding in his station wagon. He is going 10 kilometers per hour over the speed limit. The police officer wants to give David a ticket. David tells the officer that if she doesn't give him a ticket, she can have his best yoyo ....

A lady is crossing a busy street with a bag of oranges. A police officer is directing traffic. The lady drops the bag and oranges are rolling everywhere. While she is trying to pick them up, cars are honking. Some cars are rolling over the oranges. There is orange juice everywhere ....

Mr. McGree is a very grouchy man. He lives all alone in a big house on a hill. Peter and Barbara climb over Mr. McGree's fence to have a good look at his spooky house. Mr. McGree sees them and gets very angry. He calls the police, who come with police dogs ....

Word Association Game

Teacher or child says-- the others call out the career.

Fire! Help!	(fire fighter)
broken arm	(doctor, ambulance workers)
toothache	(denists) . . . . etc.

Slides of Various Occupations

Activities to use with the slides--

1. Name the occupations pictured.
2. Describe their job.
3. Identify various tools of the trade.
4. Discuss education backgrounds of the various fields.
5. Identify skills that are necessary.
6. Group the professions under various catagories:
   Community Helpers, Office Workers, School Occupations, etc.
7. Discuss how various jobs depend on other jobs. Example--
   A manager depends on secretary, teacher depends on principal, etc.
8. Classify jobs in various ways:
   Inside jobs/Outside jobs
   Sitting jobs/Standing jobs
   Uniforms/No Uniforms
9. Have the children make a tape to go with the slides. They can identify the occupation and tell their job role.
10. Have the children order the slides to go with various descriptions--
    Someone who answers phone--receptionist. Child puts that slide first. Continue.

Charades

Have the children choose an occupation out of a hat. They must act out the occupation while the others try to guess the career.

Job Interviews

Ask the children to interview neighbors, family and/or friends.

Ask such questions as:

1. What kind of work do you do?
2. What kinds of things do you need to know to do your job?
3. What tools do you use?
4. What do you like about your job?
5. What do you dislike about your job?
6. What education did you need?

Dignity & Necessity of Work

For discussion or story starter--

What would happen if there were no garbage collectors? janitors, etc.

Additional Career Education Resources

Eddy, Arlene and Vera Gierman. Career: Suggestion Activities to Motivate the Teaching of Career Education. Educational Services, Inc. Stevensville, Michigan, 1977.

Bourisseau, Whitfield S. "To Fathom the Self: An Appraisal in School," The Child and His image; Self-Concept in the Early Years. Ed. K. Yamamoto Boston: Houghton Mifflin Co., 1972.

Bureau of Labor Statistics. Occupational Outlook Handbook. Washington, D.C. U.S. Dept. of Labor, 1976.

Caplinger, Jim and Myrna Gallagher. Affective Elements of Career Education in the Elementary Schools. Broward County Schools, Broward County, Florida, 1973.

Career Education in the Environment: A Handbook for Implementation. Washington, D.C. U.S. Government Printing Office, 1972.

Career Education Resource Guide, James E. Bottoms, Rupert N. Evans, Kenneth B. Hoyt, Jack C. Willers, eds. Morristown, New Jersey: General Learning Corp., 1972.

Career Education Resource Notebook, Maryland State Department of Education, Baltimore, Maryland, 1974.

Dunn, Charletta J. and Payne, Bill T. World of Work: Handbook of Occupational Guidance in Elementary Grades. Dallas, Texas: Leslie Press, 1971.

Essays on Career Education, Portland, Oregon: Northeast Regional Laboratory, 1973.

The Encyclopedia of Careers and Vocational Guidance, Vol I and II, Chicago, Illinois, J.G. Ferguson Publishing Company, 1972.

Grant, Eva H. Parents and Teachers as Partners, Chicago: Science Research Associates, Inc., 1971.

Herr, Edwin L. Review and Synthesis of Foundations for Career Education, Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University, 1972.

High, Sidney, Jr. and Linda Hall, Bibliography on Career Education, Bureau of Adult, Vocational and Technical Education, Washington, D.C.: U.S. Office of Education, 1972.

Hopke, Wm. E. and Barbara Parramore. Children's Definitions of Occupations. Career Futures, Philadelphia, 1974.

Hoyt, Kenneth B,; Evans, Rupert N.; Mackin, Edward F.; and Mangum, Garth L., Career Education: What It Is and How To Do It, Salt Lake City, Utah: Olympus Publishing Co., 1972.

Hoyt, Kenneth B.; Pinson, Nancy M.; Larrimore, Darryl; and Mangum, Garth L., Career Education and the Elementary School Teacher, Salt Lake City, Utah: Olympus Publishing Co., 1973.

Keller, Louise J., Career Education Inservice Training Guide, Morristown, New Jersey; General Learning Corporation, 1972.

New Jersey Public Schools, Career Development: Increasing the Vocational Awareness of Elementary School Children. Trenton, New Jersey: New Jersey Dept. of Education.

Olympus Research Corporation, Career Education: A Handbook for Implementation, Washington, D.C.: U.S. Government Printing Office, 1972.

Owatonna Public Schools, Career Awareness Guide (Grade 1-6), Owatonna, Minnesota: Distributed by Minnesota Dept. of Education: Pupil Personnel Services, 1971.

Ryan, Charles W., Career Education Program, Vol I, Boston: Houghton-Mifflin Co., 1973.

Thompson, Albert. "Career Education: What It Involves," Teachers College Record, VLXXX (May, 1979), 689-94.

Yellow Pages of Learning Resource, Ed. Richard Wurman, Cambridge, Mass., MIT Press.

Notes

[1]Hoyt, Kenneth and Evans, Rupert. Career Education. Salt Lake City: Olympus Publishing Co., 1982.

[2]Ibid. p. 2.

[3]Maxim, George. Social Studies and the Elementary School Child (Columbus: Chas. E. Merrill, 1982), p. 394.

[4]List generated from Metropolitan School District, Nashville, Tennesses. Career Education Guide.

[5]Ibid. p. 17.

[6]Ibid. p. 18.